



Tawa Intermediate School School Charter 2015 - 2017

Mission Statement

A community of confident, connected, actively involved, lifelong learners.

Confidence as a learner comes through self-knowledge - knowing your strengths and weaknesses and understanding how you behave in a variety of circumstances. Behaviour learning and leadership development are both along this continuum. Confident learners know how to manage self.

(Key Competency: Managing Self)

Connected learners are those who use their self-knowledge to build effective relationships. Connections are local, national and global using communication that can be face to face, in groups and on-line. Connected learners know how to relate to others.

(Key competency: relating to others)

Actively involved learners participate in and contribute to a wide range of pursuits.

(Key competency: participating and contributing)

Life-long learners are competent at using language, symbols and texts in everyday life. They use a wide range of thinking strategies. *(Key Competency: Using language, symbols and text and thinking)*

Values Statement

We believe the norms of *caring, fairness, honesty, protection* and *respect* will give us the school that we want. Our community is underpinned by these norms.

Vision Statement

Engage! Grow! Inspire!

Charter Goal 1: Engage!			
<p><i>Engage students, families and community members through:</i></p> <ul style="list-style-type: none"> <i>open and effective relationships</i> <i>participating in local, national and global contexts</i> <i>the use of appropriate technologies</i> <i>relationships with Ngati Toa, contributing and receiving schools, and cultural and community groups</i> 			
2014	2015	2016	2017
<p>Develop use of digital tools and modern learning environments to further personalise learning and to develop an understanding of Guy Claxton's "Building Learning power"</p> <p>Develop the process of self-review of the restorative practice approach to behaviour management.</p> <p>Expand use of school resources by the community</p> <p>Strengthen sense of belonging within our school</p> <p>Develop partnerships with Maori and Pasifika community</p>	<p>Continue to develop use of digital tools and modern learning environments to further personalise learning and to develop an understanding of Guy Claxton's "Building Learning power"</p> <p>Develop the process of self-review of the restorative practice approach to behaviour management.</p> <p>Develop partnerships with Pasifika community</p> <p>Continue partnerships with the Māori community</p> <p>Community health consultation (2015)</p> <p>Continue to meet with parent focus group.</p>	<p>Review the Asian contexts within our local curriculum</p> <p>Review use of digital tools, BYOD and modern learning environments to further personalise learning</p> <p>Review school-wide system for narratives of learning</p> <p>Continue partnerships with Maori and Pasifika communities.</p> <p>Link with schools distant in places</p>	<p>Review the Asian contexts within our local curriculum</p> <p>Review use of digital tools, BYOD and modern learning environments to further personalise learning</p> <p>Review school-wide system for narratives of learning</p> <p>Continue partnerships with Maori and Pasifika communities.</p> <p>Link with schools distant in places</p>

Charter Goal 2: Grow!			
<p><i>Growing independent, collaborative learners who are:</i></p> <ul style="list-style-type: none"> <i>self-motivated, engaged learners, both students and adult</i> <i>equipped with the values to behave ethically both now and in the future</i> <i>thinking and reflective learners who relate well to others, and problem solve</i> <i>able to transfer skills across a wide range of contexts</i> <i>increasing their skills in te reo and their understanding of tikanga Maori</i> <i>progressing in their achievement against national standards</i> 			
2014	2015	2016	2017
<p>Review curriculum framework and assessment practices.</p> <p>Implement staff professional learning programme</p> <p>Review teacher professional appraisal practices</p> <p>Continue to implement programmes of learning for students with special abilities</p> <p>Review provisions for learners with Special Needs</p> <p>Develop capacity of middle leadership within the school</p>	<p>Review curriculum framework.</p> <p>Implement staff professional learning programme</p> <p>Review teacher professional appraisal practices</p> <p>Continue to implement programmes of learning for students with special abilities</p> <p>Review provisions for learners with Special Needs</p> <p>Develop capacity of middle leadership within the school</p> <p>Use ALiM experience to explicitly teach basic facts</p> <p>Begin professional development in writing with Murray Gadd.</p>	<p>Review use of digital tools, BYOD and modern learning environments to further personalise learning</p> <p>Review school-wide system for narratives of learning</p> <p>Continue to use ALiM experience to explicitly teach basic facts</p> <p>Continue with professional development of writing with Murray Gadd</p>	<p>Review use of digital tools, BYOD and modern learning environments to further personalise learning</p> <p>Review school-wide system for narratives of learning</p> <p>Continue to use ALiM experience</p> <p>ERO visit</p>

Charter Goal 3: Inspire!

Students' learning is inspired through:

- *Innovative learning environments and teaching practice*
- *the provision of learning spaces which are safe, flexible, welcoming to children, ergonomically designed, future proofed, energy efficient and surrounded by attractive grounds*

2014	2015	2015	2017
Re-develop dell Review 'uniform' policy for the school Upgrade Specialist classrooms Plan and design process for new Admin building Investigate possible partnership with Tawa College and WCC artificial sports turf	Re-develop dell Upgrade Specialist classrooms Complete process for new Admin building Begin artificial turf project with funds raised	. Review use of digital tools, BYOD, and modern learning environments to further personalise learning Review school-wide system for narratives of learning All students with their devices and review of BYOD protocols Implementation of uniform policy as a result of review Continue to implement capital works programme Complete Admin re-build	Review use of digital tools, BYOD, and modern learning environments to further personalise learning Review school-wide system for narratives of learning All students with their devices and review of BYOD protocols Implementation of uniform policy as a result of review Continue to implement capital works programme Complete Admin re-build

2015 Annual Plan

What	Charter Goal	Actions	Timeframe	Who
Continue to develop use of digital tools and modern learning environments to further personalise learning and to develop an understanding of Guy Claxton's "Building Learning Power"	Engage Grow Inspire	Digital Tools Develop school-wide system for narratives of learning and conferencing parents. Ensuring students have the opportunity to utilise digital tools if that is their learning preference.	Whole Year	All staff SLT
		Modern Learning Environment (MLE) Implement the school-wide covenant of learning that includes MLE.	Whole Year	All staff
		Incorporate Guy Claxton with the curriculum review	Whole year	All staff
Develop the process of self-review of the restorative practice approach to behaviour management.	Engage Grow	Train new staff in restorative approaches	Term 1	DP DP and Synd' leaders All staff
		Monitor reported behaviours across school	Whole Year	
All teacher to have individual RP goals which is discussed at syndicate meetings and will be part of their performance appraisal			Whole year	
Develop partnerships with Pasifika community	Engage Grow Inspire	Host Pasifika families meetings Draft Pasifika plan for the school	Whole Year Whole year	Principal Principal
Continue partnerships with the Māori community	Engage Grow Inspire	Grow a te reo me ona tikanga Maori culture by doing the following	Terms 2/3 Whole Year	P, DP and staff
		<ul style="list-style-type: none"> Consult evenings with student performances/cultural activity Staff professional development and implementation of Accelerating Māori Achievement at TIS document 	Term 2 Terms 3 and 4	P and EO Staff
		<ul style="list-style-type: none"> Bi-Lingual signage Participation in Kapo Kapo, Tawa Schools and Intermediate Cultural Festivals Principal to liaise on behalf of Tawa Schools with Mana Tiaki 	Whole Year	Principal
		Hosting start of year powhiri	Start of year	Principal

Community health consultation (2015)	Grow	Informing parents of programme content through information evening.	Term 1	PE committee
Continue to meet with parent focus group.	Engage Grow	Continue to meet with a parent focus group. 1. Transition 2. Homework	Whole Year	P & DP's
Review curriculum framework	Engage Grow	Continue the TIS curriculum and continue to develop and evolve the document in relation to NZC and Guy Claxton's building learning power	Whole year	Whole staff
Implement staff professional learning programme	Engage Grow	Follow the staff PD plan for 2015. Align with goals, targets and appraisals Participate in ALiM project for 2014	Whole Year Whole Year	P and Dp's
Develop teacher professional appraisal practices	Grow	Discuss professional appraisal process at syndicate and staff level. Consult with other schools	Terms 2,3 and 4 Terms 2,3 and 4	Whole staff DPs and P
Continue to implement programmes of learning for students with special abilities.	Engage Grow	To continue to implement programmes Refining programmes of learning (English, Maths, Science, Maori, Foods, Art, Performance groups and sports) for students with special abilities Providing professional support for G and T classes	Whole year Whole year	Whole school DP's
Continue to implement programmes of learning for students with special Needs	Grow	Review provisions for learners with Special Needs Embedding roles of SENCO, ORS, Feuerstein and ESOL programmes PD for Teacher Aides and targeted cluster classes Informing parents of programme content.	Term 2 Term 1	 SLT
Develop capacity of middle leadership within the school	Grow Inspire	Clarify expectations of middle leaders in our school Provide professional support for middle leaders through developing team leader meetings	Term 1 Term 1-4	SLT, Students, teachers parents SLT All staff

Use ALiM experience to explicitly teach basic facts	Grow Inspire	Use ALiM teachers to provide professional support for others with staff PD. (one session per term) Focus on the explicit teaching of basic facts in classrooms	Term 1-4	Lee and Pam (ALiM teachers)
Begin professional development in writing with Murray Gadd.	Grow Inspire	Murray to visit us to run workshops, observations, feedback and support staff with the teaching of writing.	Term 1-4	SLT and Lee
Re-develop dell	Grow Inspire	Consult with students. Involve Good Guys student group and their plan for a walkway. Further examine possible relocation of fitness playground to the dell. Student council to fundraise	Whole year	SLT Ian Bunckenburg Good Guys
Upgrade Specialist classrooms	Grow Inspire	Consult with students and staff. Spec staff to visit other schools to look at technology teaching and learning environments. Re-look at next 5YA for future funding	Whole year	Principal Exec Officer BoT Spec team
Complete Admin building construction	Grow Inspire	On-going consultation and involvement with project manager and builders	Term 1-4	Principal Exec Officer BoT
Begin artificial turf project with funds raised	Grow Inspire	Work through project stage by stage.	Term 1-4	DP's, Principal Exec Officer BoT

Student Achievement Target: Action Plan 2015

Charter Goals 1 & 2: <i>Engage and Grow</i>		Target Area: <i>Writing</i>	
Annual Target: <i>By the end of the year, three identified students from each class, (51 across the school) who are below/well below in writing will achieve their individual targets, accelerating them to be at or above the National Standards expectations. A focus will be on Maori, Pasifika and boys.</i>		Student Group: <i>Students who are below standard in writing. A focus will be on Maori, Pasifika and boys</i>	
Historical Position: From close examination of the 2014 national standards data in writing 36% (n=11) of our Year 7 Maori boy students and 41% (n=7) of our Year Pasifika 7 boy students were below/well below NS. Overall, in the 2014 Yr 7 boy cohort of students 33% (n=44) were well below/below. Our school data tells us that the Year 7 girl cohort has 11% (n=11) who are below/well below. Boys are an area that we need to target. In the past year the school has used professional development time looking at the process of moderating writing across the school. In 2015 an external facilitator (Murray Gadd) will be employed by the school for two years to work with us on the teaching of writing. The target student approach will also focus on teacher inquiry as teachers inquire into what best practice will meet the needs of the students. Our past experience of professional inquiry suggests that teachers will generalise any practices found to be effective with the three target children across all students in their class.			
Action Plan:			
What	Actions	Timeframe	Review
Identify 3 targeted students	Teachers will use standardised assessment tools e-asTTle together with anecdotal observations and school based assessments to identify targeted students in consultation with syndicate teams.	Term 1 Weeks 1-6	
Aggregation of assessment information	Teachers will use the Google website to collate anecdotal and assessment information.	Term 1 Week 8	
Student Learning Goals as part of student/teacher/parent conference set	Individual learning goals established based on: <ul style="list-style-type: none"> ● synthesis of data ● dialogue with student and their family ● all student's goals recorded on a Google doc across the school 	Week 8	

<p>Learning Narratives Monitoring of student achievement</p> <p>All teachers subject to planning and assessment checks</p>	<p>Artefacts collected throughout term 2 to illustrate progress toward learning goals.</p> <p>Information collated onto Google pages. Twice termly monitoring of target students (or as detailed in the PLD action plan) will be undertaken</p> <p>Teachers meet with SLT to go over planning and assessment that shows differentiation of learning.</p>	<p>Term 2</p> <p>On-going</p> <p>Term 2 onwards</p>	
What	Actions	Timeframe	Review
Team/School Moderation	<p>Teams to re-visit the student learning goals. Goals sharpened if required .</p> <p>Recorded on Google doc</p>	Beginning of Term 3	
Learning Narratives continued	Artefacts collected throughout term 3 to illustrate progress toward learning goals. Learning conferences to share student progress	Term 2/3	
Aggregation of school-wide progress	<p>Teams share and discuss the learning narratives to ascertain numbers of students who are achieving their individual goals accelerating them towards National Standards</p> <p>Achievement towards target and for whole school reported to Board of Trustees</p>	End Term 4	
PLD action plan and ALIM planning	Teachers will be part of Murray Gadd's professional learning	On-going	

Performance Appraisal	<p>Teachers will identify personal writing learning goals and develop inquiry cycles to lift student achievement for targeted students.</p> <p>Teachers will gather evidence of reflection as part of their inquiry.</p>	On-going	
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